DOCUMENT RESUME

ED 281 849 SP 028 823

TITLE	Focusing the Debate for Positive Change in Teacher Education. Proceedings of the Forum on Teacher Education (3rd, Little Rock, Arkansas, March 1987).
INSTITUTION	Education Commission of the States, Denver, Colo.
SPONS AGENCY	Metropolitan Life Insurance Co., New York, N.Y.
REPORT NO	TE-87-3
PUB DATE	[87]
NOTE	30p.
AVAILABLE FROM	ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($4.00).
PUB TYPE	Collected Works - Conference Proceedings (021)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Black Colleges; Educational Change; Higher Education; Preservice Teacher Education; *Program Length; *Standardized Tests; *State Standards; *Teacher Education Programs
IDENTIFIERS	*Extended Degree Programs

ABSTRACT

In the third regional forum on positive change in teacher education, two themes dominated discussions: the pros and cons of the "fifth-year" plan for teacher education, and the impact and future of standardized testing. In both areas, a major emphasis on traditonally black institutions emerged. This report outlines the discussions, and presents excerpts from remarks of forum participants on the major themes under discussion. The impact of new state standards on institutions and the teaching profession was also discussed, focusing on implications for faculty and curriculum development. Notes are presented on statements about the progress of educational changes by representatives from Alabama, Arkansas, Louisiana, Mississippi, Oklahoma, Tennessee, and Texas. (JD)

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FOCUSING THE DEBATE FOR POSITIVE CHANGE IN TEACHER EDUCATION

3.
LITTLE ROCK, ARKANSAS
MARCH 1987

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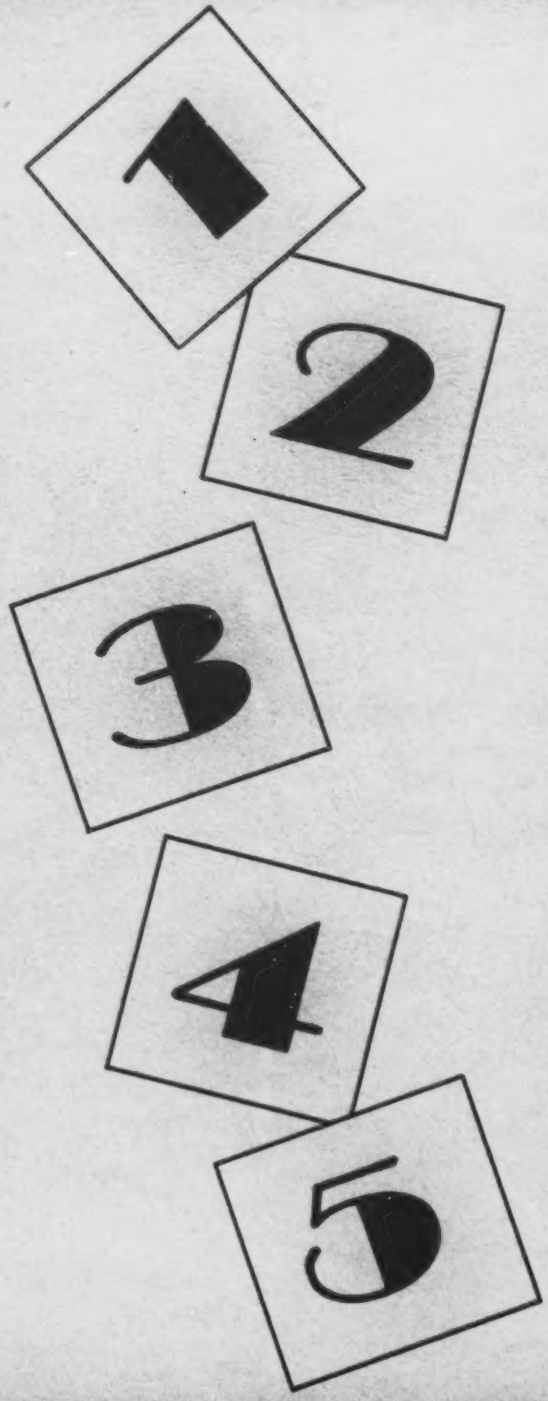

3.
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These are the proceedings from the third in a series of forums on teacher education cosponsored by the Education Commission of the States and the Metropolitan Life Foundation.

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and the
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THE current education reform movement has resulted in change at all levels and in all areas of schooling, including teacher education. Teacher candidates will need to meet new certification requirements. Those already in the teaching force will need to meet new recertification requirements. Higher education institutions themselves will be expected to respond to new accountability standards.

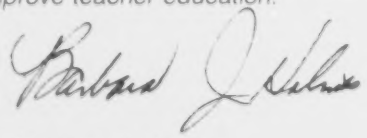
AS the reform movement enters an implementation period, a different group of players will be involved. Teachers, school administrators, state and local superintendents, state and local boards and a host of education associations and organizations must find ways and means of implementing the changes. It is important to ease the way for implementation so the spirit of the quest for excellence and renewal is not lost. It is important that opportunities be provided for developing trusting relationships, expanding participation and identifying collaborative strategies.

TEACHER education is a natural bridge between schools, universities and the state. It provides the teaching force for the schools which in turn serve as the means by which prospective teachers get their clinical experience. The teacher candidate must meet requirements mandated by the state education department for initial certification, and the state must approve the universities' teacher education programs. Practicing teachers return to the university for further education to advance and to meet state requirements for recertification.

BECAUSE teacher education is the juncture between all these different entities, carefully coordinated and focused debate can result in positive change throughout the education system. If the process of schooling is to change, the debate of this issue provides an important opportunity for shaping and articulating a new vision for the process of schooling.

GENERALLY, this debate has centered around three issues: attraction and retention of able students to teaching careers, a perceived lack of rigor in the clinical and academic components of teacher education and professionalization of teaching.

TO carry on and expand the discussions of these issues, the Education Commission of the States is sponsoring a series of Teacher Education Forums around the country. The first was held in September 1986 in Racine, Wisconsin, the second in Tampa in November 1986. This one, the third, was held in Little Rock in March 1987, and two more will follow during the coming year. It is our hope that these gatherings will have several results: bring national visibility to the issue of how schools are run and how all sectors have a stake in it, create a positive environment for change and provide practical ideas of actions that will improve teacher education.



Barbara J. Holmes
Director, Teacher Education Project
Education Commission of the States

FIFTH-YEAR PROGRAM, TESTING DOMINATE DISCUSSION

WITH this, the third of five regional forums on teacher education sponsored by the Education Commission of the States and the Metropolitan Life Foundation, it is safe to say that each gathering has taken on an identity of its own, shaped largely by the individuals who attended and contributed to the dialogue rather than by a prearranged agenda.

THIS is important to note because, despite commonalities across state lines and throughout various regions of the country, the current sense of crisis in teacher education is somewhat unevenly distributed. Participation in policy making and evaluation are two areas demanding collaboration within and across regional boundaries. That requires dialogue that is both disciplined and relaxed if the debate is to be concentrated "for positive change in teacher education," as the title of this forum series advocates.

AT the first regional forum, held in September 1986 at the Wingspread Conference Center in Racine, Wisconsin, discussion swirled around state policy making and whether teaching is capable of "policing" itself. In Tampa (November 1986), participants compared notes on recruitment and retention strategies and sparred over the merits of a liberal arts versus an education degree.

IN Little Rock, two themes quickly surfaced and continued to dominate discussion throughout the conference: the pros and cons of the "fifth-year" plan for teacher preparation and the impact and future of standardized testing. In both areas, a major emphasis on traditionally Black institutions emerged, primarily because the bulk of these colleges and universities are located in the Deep South states represented at this meeting.

THE Little Rock forum brought together a cross-section of representatives from institutions, governing bodies, associations and other education interests from Arkansas, Oklahoma, Alabama, Louisiana, Mississippi, Texas and Tennessee.

KEYNOTE speaker Robert Saunders, dean of the College of Education at Memphis State University, steered debate over the prospects of adding a fifth year to the traditional undergraduate education program. In 1923, he said, debate among members of the American Association of Colleges for Teacher Education focused on the merits of a four-year versus the existing two-year preparation. By 2010, he suggested, debate will likely examine whether a sixth year is necessary.

LIKE all professions, teaching is going through a process of evolution, he said. "We will see the gradual elimination of the current model, just the way each other profession has evolved. Medicine didn't emerge full-grown, nor did law or architecture," he told participants. "They all had to evolve, and, so, too, shall the teaching profession."

"I'm a practicing classroom teacher and it felt good that someone was interested in hearing what I had to say. This is the first time that's happened to me."

Virginia Budd, President, Louisiana Association of Educators, Baton Rouge

TESTING: AID OR PUNISHMENT?

NOT surprisingly, standardized testing emerged as a second dominant theme. The experience of teachers in Arkansas and Texas, where incumbents must take basic competency tests, was a common reference point for discussion. Lorrin Kennamer, dean of the College of Education at the University of Texas, Austin, noted that virtually every student in Texas, from prekindergarten through postgraduate school, has been subject to a battery of standardized tests resulting from the 1984 education reform legislation known as House Bill 72. For many participants at Little Rock, the dean seemed to be building a case against overreliance on such testing. But he surprised many when he concluded that more and better tests were in order.

"I'VE never seen a crowd so overwhelmingly supportive of standardized testing," commented David Gardner of the Coordinating Board of Texas Colleges and Universities. "It must have been a sort of mob mentality, because once we were in small discussion groups, it surfaced that a lot of people weren't too keen on tests."

BARBARA Hatton, dean of the School of Education at Alabama's Tuskegee University, shared the podium with Kennamer in a panel discussion on the impact of new state standards, but she did not share his views.

"WE should not abandon our focus on results, . . .our use of standardized tests as a measure of performance. The issue is one of both access and equity," she said. "We know that standardized testing adversely affects students entering college with weak secondary preparation, adults returning to college or making a career change and open admissions institutions and their students. Their use has served to diminish numbers of Black teachers more than any other factor. Moreover, some of our best students come to college with deficiencies which must be overcome on the college campus.

"INSTEAD of punishing schools for poor performance of students on standardized tests, and thereby encouraging them to only 'screen out'," she continued, "we should reward them for developing students to meet the standards."

OFTEN enough, state policies run counter to their objectives, Arnold Moore pointed out during a panel discussion on state mandates for accountability. Dean of the college of education at Mississippi State University, Moore observed that state agencies often are unable to supply a rationale for the decisions they make affecting colleges and universities.

"THERE is a need to look at the basis for these decisions rather than say they are directly related to quality. Accountability placed on teacher education is appropriate," said Moore. "But states should look at policy making in a consistent manner."

'POSSIBLE PATHS FOR TEACHER EDUCATION'

ROBERT L. Saunders, dean of the College of Education at Memphis State University, described three possible paths for the future of teacher education in his keynote address.

PATH A: STAY THE COURSE

HAVING grown up in the rural South, I am quite familiar with the distinct advantages of driving over slick, muddy roads by staying in the deep ruts. This maneuver protected us from the dangers of sliding off the beaten path as well as taking less energy and ingenuity to reach our destination. A good many teacher educators are taking this path. . . . Their programs look very much like they did 10, 20 or 30 years ago.

YOU have heard the reasons given: "This too will pass. The commission reports are superficial, biased, based on old or false data and contain findings not arrived at empirically."

THERE could be as many as 430 institutions taking a status-quo stance. . . . They may be responding to the wrong question, that being, "Are programs as good today as yesterday?" The question should be: "Are our programs capable of producing the kinds of teachers needed in the schools of tomorrow, in an increasingly complex and sophisticated society?"

PATH B: THE MACADAM ROAD

ONE of the biggest advances in road-building in my day was the laying of gravel over the existing dirt roads, and covering them with a thin veneer of macadam, thereby relieving us of deep ruts but introducing a new hazard — the flying gravel that kept our windshields cracked and put pock marks all over our cars.

NOT much was done about improving the roadbed itself, and, in due time, potholes appeared and the roads became inadequate. Legislators frequently want better teachers but can't or won't find the additional money necessary to build programs with a solid foundation, capable of preparing teachers better.

SUPERIOR though it is to Path A, this path is not the preferable one, especially when you consider that teachers prepared in modified programs will spend more than half their careers teaching in the 21st Century.

"In the end, it's not our politicians who make a difference in education. It's our teachers. It's our parents. It's our school principals."

Arkansas Governor Bill Clinton, Chair, Education Commission of the States, and National Governors' Association

PATH C: ROAD FOR TOMORROW

ROBERT Frost wrote: "I took the road less traveled by, and that has made all the difference." Only a handful of institutions has taken Path C, but many others have committed themselves to do so. We need to recognize that the restructuring of schools is a critical corrolary to the need for better-prepared, highly competent teachers.

THERE is more support for five-year programs among the land-grant, state universities than in small liberal arts colleges and in those which, like my own, evolved out of a normal school, teachers' college model.

MY forecast is that most of the nation's 1,200-plus institutions will retain four-year programs for at least another decade. It is also my forecast that during the next decade we will see a fairly large number of institutions develop and implement five-year programs — and a few six-year programs as well.

ONCE a critical mass of such institutions has been reached, the movement will accelerate and become the standard. I should think it will be less than the 30-to-35 years it took for four-year programs to replace normal schools.

IMPLICATIONS, PROBABLE CONSEQUENCES

THE decision as to what path teacher education takes will not be made solely by teacher educators and their institutional superordinates.

PATH A: We should find ways to expel from the business of teacher education those institutions which are unwilling to change, unwilling to respond to the nation's strong condemnation of weak programs.

PATH B: Polite applause can be heard even now for the efforts made to revitalize current programs. . . . There is some evidence that legislative and policy bodies have been satisfied by the improvements and are moving on to other agendas — that is, clean water, welfare reform and prisons. . . . This condition may turn out to be a short-lived state of euphoria. . . . By the year 2000 the opportunity may have passed to extend the model beyond four years, to admit into teacher education only well-educated college graduates and to elevate professional study to the postbaccalaureate level, as is the case in other professions.

PATH C: Here are the advantages we envisioned at Memphis State when we decided to make the change [to a five-year program].

1. FIVE-YEAR program models free up valuable resources now devoted to baccalaureate professional studies for use in the chosen teaching field(s) and in general education.

2. PEDAGOGICAL training can be delivered at a higher level of sophistication and in a more accelerated fashion.

3. A longer and more intensified internship (a full year under exemplary "master" teachers) will enable students to benefit more from the internship than previously.

4. EXTENDED programs will sharply reduce if not totally eliminate the need for on-campus, specialized pedagogical courses for preservice students.

5. COMPLETION of a liberal arts undergraduate degree for secondary teachers as a condition for admission to an intensive graduate-level teacher preparation component will elevate both the status and image of teacher education.

6. ACCOUNTABILITY for the preparation of teachers will be shared more convincingly with many faculty universitywide.

ALTHOUGH the decision isn't for teacher educators alone to make, we should have the first say about which path ought to be taken. If we can't think big, look ahead, put the welfare of schools and of our profession first, then we have no right to expect policy makers and taxpayers to heed our advice.

FIFTH-YEAR PROGRAM STIRS CONCERNS

SAUNDERS' presentation touched off a flurry of discussion and, like the weather, everyone had an opinion on the fifth-year notion.

"THERE are practical and philosophical problems with a fifth-year program," said forum moderator Steve Cobb and former state legislator. "In all respects, every education school has a fifth-year program. Some throw the new teachers out into the middle of the pond to see if they can swim. Some are doing a lot to help new teachers, some don't do much at all. Some put an extra hurdle in the way by developing a first-year classroom entry program or, like medical school, offer graduate education over two summers, leading to a master's degree."

COBB warned against implementing a program that boils down to nothing more than "an additional year of intensive hand-holding."

RODNEY Roth, dean of education at the University of Alabama, Tuscaloosa, objected to the overemphasis on professional preparation. "Maybe we should be educating, instead of training. Business schools don't follow their accountants into the profession. Why should we?"

THE comparison between education and other professions led E. Grady Bogue, chancellor of Louisiana State University at Shreveport, to say that teaching has a better chance of

improving minority participation than medicine, law or accounting. Bogue said concentration now should be on improving teacher salaries.

"THIS, more than anything else, will increase minority participation in the education profession. We're suddenly seeing a group disappear," said Bogue. "The notion has been we can't raise salaries until we can guarantee to the public quality in the profession. Now [that we have done that] it is time to pay teachers more."

DONALD Robinson, dean of education at Oklahoma State University, Stillwater, said a fifth-year program must not be separate from the first four years of teacher preparation. "A program must be integrated, from freshman through fifth year. It is in the first year that the student learns to be a good teacher or a bag of tricks."

ANTOINE Garibaldi, who chairs the Education Department at Xavier University in New Orleans, expressed worry about the institutional costs of implementing a fifth-year program, especially for small programs and even more so for small, predominantly Black programs.

CONSIDERING that "48% of all Black teachers are trained by Black institutions," Garibaldi said that representatives from these institutions must be included in discussions on new directions for teacher education, especially the fifth-year program option. There is a noticeable "exclusion" of traditionally Black institutions in most of the major reports, he said.

GIVEN the shift in majors and the fact that there has been no overall increase in the numbers of Blacks going to college, said Barbara Hatton, dean of the School of Education at Tuskegee University, larger institutions must take on the access and equity issues. "The question is, 'Where do you spend your money?'" she said.

THROUGHOUT the first evening of the forum, discussion continued to focus on the fifth-year option. "What evidence is there that more is better?" one individual asked. Another suggested that the debate has unreasonably been concentrated on "structure and not enough on content."

"CONTENT has to add up to something more than a collection of hours," said Saunders. "Otherwise, if we had eight years we'd still be going about it wrong." He suggested that in areas such as science and math education, the colleges of arts and sciences "must ensure content quality in courses for which they are responsible."

SAUNDERS suggested that a fifth-year "intern-type" program had its place in other professions. "It would be just like they do on 'St. Elsewhere'," he said.

CHALLENGES FOR HIGHER EDUCATION

GENE V. Campbell, dean of the College of Education at the University of Arkansas, Little Rock, noted that "it is far more difficult to bring about change in teacher education than it is in the public schools. . . . Public institutions of higher education may be governed by state regulations and agencies and directed by their respective boards and/or governing bodies, but each institution is different [in] role, scope and mission."

HIGHER education faculties are distinctly different from public school faculties. Higher education faculties "have the opportunity to develop courses to enhance the curricula, participate in the design of the curricula, select textbooks and materials. . .and are directly involved in governance.

"NO one group can develop curricula alone," Campbell said, "for curricula must represent the best knowledge of all facets of the education community. . . . Changes in teacher education curricula must reflect the experiences, needs and knowledge of school personnel and impact on entire institutions because the preparation of school personnel is and must be a campuswide responsibility."

DEANS, Campbell said, "must attempt to alleviate some of the complexities of change in teacher education so that faculty can plan and implement policies and procedures to strengthen and enhance school personnel preparation programs. . . . Today's dean must be an individual who has high expectations, is willing to work to accomplish them, is prepared to be on the 'firing line' and takes satisfaction from the accomplishments of a team effort, in which he/she has been a participating team member, in improving education for today, tomorrow and the future," she said.

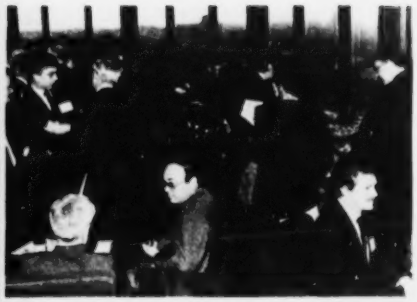
A few deans, she said, "are fortunate in not having to educate their administrators about teacher education and the impact of educational reform. Others must persevere in developing an understanding of teacher education among the administrators. It is vital that administrators understand not only what teacher education is, but what it could be. . . . Reform of teacher education must be shared with administrators for if not, it can be a lonely journey which will never accomplish its goals."

"What do we want in teacher education? Oscar Wilde once said it all, 'I have very simple tastes. I'm always satisfied with the best'."

Dana Swick, Education Professor, Middle Tennessee State University, Murfreesboro

TEACHING HAS LESSONS FOR OTHER PROFESSIONS

DEBATE in legislative chambers, in critical books and reports, in media coverage and at conferences such as the Wingspread, Tampa and Little Rock forums, has often focused on how best to transform teaching into "a profession." E. Grady Bogue, chancellor of Louisiana State University at Shreveport, says that argument is backward. The professions should become more like teaching, he told participants at Little Rock.



FOLLOWING are excerpts from Bogue's remarks to forum participants.

> EDUCATION is one profession that has historically lived at the feet of the people. Laymen are involved on most every major policy related to education in this country. I believe that the complicated authority patterns existing between teaching and the laity are not all bad and contribute to the development of teaching as a **servant profession.** And I believe that there may be good justification for asking whether medicine, law and other professional fields should become more like teaching — at least from the perspective of additional linkage to the laity on the questions previously outlined.
>
> A shared authority between laity and professional educator is essential to the nurture of a servant profession. This shared authority should focus on performance rather than pedigree and process.
>
> THE big question for most colleges and universities is how to get anything done with so many cooks in the kitchen. Rather than continuing to build layers of requirements that specify what standards of admission teacher candidates must meet, what courses they must study, what salaries faculties must earn, what teaching loads they must carry — other pedigree/process requirements that may or may not be related to the quality and competence of the product — let's focus on performance. Let colleges and universities stand responsible for the quality of the product. Stand responsible before the public and before school systems that will employ those graduates.

FOUR THOUGHTS FOR THE FUTURE

EVEN while we build for the future and look for ways to improve, it helps to develop some appreciation for the distance we have come. We may rejoice that our schools and colleges have at least been successful in teaching our graduates to be critical. Second, I think we may be grateful that more sensitive critics recognize that the performance of our nation's schools and colleges is a complex matter involving dramatic social and economic change.

THIRD, we must admit shame at the past performance standards of any colleague that would let even one high school or college graduate achieve a credential — a diploma or a degree — which is empty of meaning. Whatever social or economic changes have taken place — and they have been dramatic and disturbing — no one has forced us to give away diplomas or degrees. The integrity of our credentials is an operational expression of our standards, our ethics, our ability, our commitments.

FOURTH, we must struggle to avoid the bitterness that invades our hearts when society turns its critical attention to an enterprise where the financial rewards are often meager. We have known for years that men will pay more to deliver their lives and property from danger than to have their minds challenged and their vision elevated. Thus, few enter teaching with the expectation of lavish financial rewards. Nevertheless, it takes a stout spirit not to be troubled when a new graduate enters a field in which the starting salary is significantly more than our salary after 20 years, when collecting garbage or sweeping streets pays more than the starting salary for a new teacher.

WE must not, however, give way to a defeatist attitude that takes away our dignity and our devotion, nor should we bend over and invite critics to kick us further. Let us celebrate the nobility of that work and rejoice that teaching is the most completely constructive and positive force in our nation.

STATE STANDARDS: INSTITUTIONAL IMPLICATIONS

SENATOR Rodger Randle, president pro-tem of the Oklahoma Senate, offered these questions as guidelines for "stimulating thought" on the impact of new state standards on institutions and the teaching profession.

WHAT are the proper roles of legislators, state officials, institutional leaders and faculty in determining teacher education curriculum?

HOW much coordination of state and institutional goals is necessary or desirable?

HOW should private institutions fit into state planning?

HOW much pedagogy is desirable?

SHOULD pedagogy be done, mainly, at the graduate level?

IF so, how should the impact of doing away with undergraduate teacher education be handled?

WHAT is the best way to raise the public image of the profession? How do we convince the public that teachers are generally competent and know their subjects well?

HOW useful is teacher admission testing? Can it be fair?

'HARBINGER OF THINGS TO COME'

ALABAMA was among the early group of Southern states to implement changes in standards for teacher education, Tuskegee University Dean of Education Barbara Hatton told participants during a discussion on the impact of state standards on small institutions. "Though these standards have not been in place long enough to properly evaluate their effects, it is possible to view the first signs of change as the harbinger of things to come."

HATTON discussed her experiences meeting new standards for faculty, curriculum, admission, student performance and program support when she was dean of another small teacher education program.

> IN a growing number of states, the institutional "success" rate for graduates taking the state test for initial certification has become the major evaluation measure used to determine whether an institution can continue to offer a teacher education program. This emphasis may well serve to create new problems and do little to improve and upgrade teacher education programs, given the diversity of teacher preparation institutions.

FOR the small program. . .the pass rate was and will continue to be a particularly unfair measure. It may in fact measure the performance of the students who took the test [in the case she cited, graduates of a former program who had often repeated the test]. However, use of the percentage as a measure is a source of bias against our small school since one or two students can have such an effect on the percentage as to distort this measure.

NO one seemed to care or notice that this small school had garnered the resources and energy to improve its program and drastically increase the numbers of students who could meet the state standard.

THE use of the institutional pass rate is a case of misplaced accountability. To avoid undesirable consequences for small schools and schools committed to access and equity, we should look toward the use of some value-added measure to focus the improvement of our schools on increasing numbers of students, particularly minority students, who meet the new standards.

FACULTY AND CURRICULUM STANDARDS

HATTON noted that one of the more readily apparent effects of the changes has been in the numbers of programs and of teacher preparation institutions.

"FROM 1974–75 through 1985–86, the number of Alabama institutions offering programs dropped from 31 to 28. More than half of the institutions operating during this period decreased the number of undergraduate certification programs. Of the small schools (i.e., fewer than 50 graduates per year in 1986), 69% showed overall decreases," she said.

"LARGE institutions often offer programs no stronger than institutions half their size, a third their size, or whatever the ratio. . . . Yet the first institutions to be confronted with the quality issues are the small ones though they may not be any different in quality from larger institutions," Hatton said. "While the odds are against them, they can survive and grow should the institutions of which they are a part increase the number of faculty and other needed resources.

"THE more insidious issue lies in the fact that only one of five growing small institutions is a predominantly Black institution," she added. "The other predominantly Black programs (independent or church-related) have all decreased."

HATTON continued:

"THIS is particularly disconcerting as the remaining schools are not enrolling Black students in increasing numbers. Many of the small Black schools have chosen a more narrow scope to focus on the quality issues related to the programs they have continued. They were the first among us to confront the quality issues and are the largest providers of Black teachers. Thus, we face the prospect of exacerbating the Black teacher shortage

unless and until the larger schools effectively address the issues of access and equity in their programs.

"OUR new quality standards appear to be driving more toward bigness than quality and are likely to produce additional problems of access and equity. Instead, we need standards which encourage specialization (which characterizes winners), that is, focused programs of moderate size. Our performance standards should be implemented from a higher value-added perspective."

STATE-BY-STATE RESPONSES

STATE representatives talked briefly about their states, some outlining progress their state made in education reform, others focusing on issues confronting their state and what steps they thought should be taken.

FOLLOWING are notes from each representative's presentation.

ALABAMA

ALL efforts at teacher education reform in Alabama originated and were implemented by the State Board of Education, said Rodney Roth, dean of education at the University of Alabama, Tuscaloosa.

"THE only item enacted by lawmakers has been career ladder legislation, but as yet they have not approved funding to support it," said Roth.

REFORM initiatives began in 1978, he said, when the board beefed up entry requirements for beginning teachers, including an internship. The board eliminated the major/minor route for teacher certification. "Now individuals can only be certified in their major. They can do a double major and seek that certification, but no longer be certified for their minor concentration," Roth reported.

ALABAMA also offers a "strength-in-subject-matter option," permitting certification candidates to pursue a master's degree in their area of concentration after earning their undergraduate degree in education.

SINCE 1981, candidates for initial teacher certification have been required to pass a basic skills and a subject-matter exam. In 1983, the state board informed all teacher preparation programs that any program in which less than 60% of its graduates passed these tests would be placed on three-year probation. The board realizes it must help these programs to identify their faults and implement change, Roth noted.

ALABAMA universities now feature a "nontraditional fifth-year teacher preparation" component. Candidates with a bachelor's degree in a field other than education can earn a master's in education and be certified at the graduate level. The University of Alabama at Birmingham has more students enrolled in this fifth-year route than in its early childhood education program, said Roth.

ARKANSAS

ARKANSAS representatives think the most pressing concern facing their state is how to

"Former Tennessee Governor Lamar Alexander put this point nicely, writing, 'We are going to do our best to reward your excellence, improve your working conditions, create opportunities for you to sense more of your accomplishment — and most importantly — find more ways to confer honor and respect upon what you do. . . .' But how did most states respond? Why, they hit those teachers in the face with a wet squirrel!"

E. Grady Bogue, Chancellor, Louisiana State University, Shreveport

get the most out of every education dollar, said Dennis Fleniken, dean of education at Arkansas Tech University, Russellville.

"WE want expanded clinical and field experience for beginning teachers," he said. "This means reallocating some of our existing resources, better planning and the elimination of some programs. It means we have to find outside funding as well."

CONSIDERATIONS include what impact closer relations between public schools and higher education will have on the teaching load for school teachers and university faculty.

"WE need to establish a meaningful dialogue in Arkansas and through that process establish meaningful relations with one another," said Fleniken. "This can be a process of growth, one that is more open and less threatening."

LOUISIANA

SERIOUS financial difficulties for education in Louisiana — resulting from dwindling oil revenues — have been compounded by unjust media criticism, according to Virginia Budd, president of the Louisiana Association of Educators. "We need to regain the public confidence that we lost because of negative media," she said. "We need to make the distinction between published opinion and public opinion because the media has not provided a true reflection of what's going on in our state."

NEVERTHELESS, she said, funding shortages have become critical. Some school districts, most of which are incorporated along parish (county) lines in Louisiana, fear they will be unable to complete a 180-day school year, shortchanging students by 5 to 7 days.

MANY parishes are unable to replace retiring faculty and "teachers have had to double up. The second wave of reform hasn't made a ripple in some parts of our state," said Budd.

INDICATORS show prospects for a severe teacher shortage throughout Louisiana, forcing the state into increased use of alternative and temporary certification. "The options open to women and experienced teachers must be improved at the same time that higher standards are imposed," she concluded.

MISSISSIPPI

TEACHER morale is a serious problem in Mississippi, reported group facilitator George H. Carter, associate executive director of the Board of Trustees of State Institutions of Higher Learning. Teacher pay is $5,000 below the regional average teacher salary, he said.

AT a time when schools and colleges should be strengthening ties, staff development has become a local responsibility, and practicing teachers are now more distant than ever from education schools. "The call is for teachers to renew each other. But how can

they do that? There's no money for local staff development, and the teachers are divorced from the colleges of education," said Carter.

MISSISSIPPI participants were critical of their state's reform leaders, he said. Bureaucratic measures leave teachers exhausted and no time for staff interaction. "The thrust of reform has created more for teachers to do rather than for teachers to do a better job. Reform competes with day-to-day activities, when reform is supposed to do something else," he lamented.

AN abundance of emergency certifications leaves school principals with little inducement to seek quality personnel, he said.

CARTER also said that participants were worried about new, state-mandated accreditation procedures for teacher preparation programs. Similar to Alabama, Mississippi will place programs with too many graduates failing certification exams under probation. Participants said they want a say in determining the cut-off rates.

OKLAHOMA

PUBLIC school administrators, as a group, are the only body that has objected to a new, fifth-year teacher induction plan in Oklahoma, reported Donald W. Robinson, dean of education at Oklahoma State University, Stillwater.

THE program, he said, is similar to an internship. "It's unique because we have the participation of a new teacher, a master teacher, a faculty member and a school administrator," he said. "It's also unique because the legislature funded it."

THE state pays the universities to hire additional faculty and provides funds to grant the master teacher an honorarium. In addition, he said, funding is set aside to support staff development at the university level, sending faculty members back to school in order to stay abreast of the changing education environment.

ROBINSON said reform efforts in Oklahoma can be traced to 1976 when a "coalition effort" of teachers, college faculty, legislators and state education officers increased entrance and exit requirements for teacher preparation.

STILL, he said, some legislators are concerned "about all that pedagogy" and want teachers to have a more solid liberal arts background.

TENNESSEE

"I have very simple tastes," Oscar Wilde once said. "I'm always satisfied with the best."

DANA F. Swick, an education professor at Middle Tennessee State University, Murfreesboro, chose that quote to sum up the expectations generated by the Tennessee Higher

Education Commission, State Certification Commission and State Board of Education in adopting "Nine Principles for Teacher Education in Tennessee."

REVIEW of the principles surfaced during the Tampa teacher education forum, when participants from eastern Tennessee gave a similar presentation. The nine are:

1. TEACHER preparation should include a rigorous liberal arts core and an arts and science major.

2. INSTITUTIONS of higher education have the responsibility to design effective liberal arts and teacher education programs which equip teachers with the skills needed to achieve the objectives of the College Board's Educational EQuality Project.

3. COURSES in pedagogy should incorporate recent research on teaching and learning.

4. TEACHER education should include a one-year internship developed jointly by institutions of higher education and local school systems.

5. THE state and local school systems should strive to eliminate certification waivers and permits.

6. STATE approval of teacher education programs will be based, in part, on the performance of graduates on written assessments and in the classroom.

7. THE state will administer a comprehensive testing program to ensure that candidates for teacher certification have basic knowledge of pedagogy and subjects to be taught.

8. LOCAL school systems must be responsible for evaluation of teachers during the probationary years.

9. INSTITUTIONS of higher education should continue research and inquiry into the improvement of teaching, teacher education and school leadership.

"For institutions that have been identified as reform institutions, state certification officials and governing bodies should be willing to accept the new school personnel preparation programs so that students are not penalized because of progress."

Gene V. Campbell, Dean of Education, University of Arkansas, Little Rock

TEXAS

PARTICIPANTS in the Texas discussion group touched upon too many topics to summarize easily, Dennis McCabe of Lamar University reported. In general, the overall atmosphere was critical of what's happening in Texas, he said.

THE profession has lost all sense of control, participants said, because too many changes are coming too soon, and teachers are being left out of the important decisions that are being made about them.

IN addition, pain and frustration still linger as a result of the Texas Examination of Current Administrators and Teachers. There is concern, too, that in the schools and in the colleges, faculty will be "teaching to the test." Already, that has started, McCabe said.

TEXAS participants — who included a teacher, an education student, a representative with the Texas State Teachers' Association, several deans and an administrator with the state higher-education agency — suggested that state officials set the goals and objectives, but leave the business of education to the educators.

"LET the state set the standards and the numbers," McCabe said. "But allow the schools the flexibility to design their own programs to get there."

LITTLE ROCK FORUM PARTICIPANTS

THE following institutions took part in the Little Rock teacher education forum:

ALABAMA

University of Alabama
Tuskegee University

ARKANSAS

Arkansas State University
Arkansas Tech University
University of Central Arkansas
University of Arkansas (Little Rock)
University of Arkansas at Pine Bluff
University of Arkansas at Fayetteville

LOUISIANA

Louisiana State University (Baton Rouge)
Louisiana State University at Shreveport
Xavier University of Louisiana
Dillard University
Southern University A&M

MISSISSIPPI

Delta State University
University of Southern Mississippi
Mississippi State University

OKLAHOMA

Oklahoma State University
Oklahoma University

TENNESSEE

University of Tennessee
Memphis State University
East Tennessee State University
Middle Tennessee State University

TEXAS

University of Texas
Texas A&M University
Stephen F. Austin State University
Texas Southern University
Lamar University
Paul Quinn College

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OTHER participants included representatives of these role groups and associations:

Classroom teachers
Teacher candidates
Teacher educators
State departments of education
State boards of education
Governors' offices
State legislators
State teachers' associations
State higher education governing/coordinating boards
Education reform commissions
Regional education cooperatives
Education Commission of the States
National Education Association
American Federation of Teachers
Southern Regional Education Board
American Association of State Colleges and Universities

A videotape, **Focusing the Debate for Positive Changes in Teacher Education,** was made of these proceedings. Please call or write the ECS Distribution Center for further information.

Cosponsored by the
Education Commission of the States
and the
Metropolitan Life Foundation